

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



VOL. II.

Edmonton, Alberta, February, 1922



No. 9

Teaching a Real Profession!

¶ It is becoming increasingly evident that the best way to build a strong educational structure is to work *from the bottom up* rather than from the top down. Very rapidly during the past few years the practice of having school policies and programs *worked out co-operatively by the teachers themselves* has been replacing the older practice of leaving to the administrative heads of the schools the sole responsibility for this important task of constructive educational thinking. *This movement is so clearly both salutary and inevitable that it would be the height of unwisdom not to have it amply reflected in the professional schools that prepare teachers.*—Professor W. C. Bagley.

¶ A professional spirit which can sweep one fourth of the teachers of the nation into summer schools—as it did during the summer of 1921—must mean *broader interests* and a *higher intellectual level* among teachers generally.—“*School and Society.*”

¶ The new faith in education is convincingly evident in *the determination of the best citizens* that, in spite of the present economic stress, the work of public education *shall not be crippled* for want of funds.—“*School and Society.*”

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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance
Published on the Tenth of Each Month

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The A.T.A. Magazine

EDITOR: H. C. Newland, Edmonton.

ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler,
Medicine Hat; R. V. Howard, Edmonton; C. S. Edwards, Ed-
monton.

BUSINESS MANAGER: John W. Barnett, Edmonton.

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WABAMUN SCHOOL BOARD
CASTOR SCHOOL BOARD
WAINWRIGHT S. D., No. 1658
HASTINGS LAKE S. D., No. 2939
UNION JACK S. D., No. 1865
MacEWAN S. D., No. 1663
GLENWOOD CONSOLIDATED, No. 32
TAIMI S. D., No. 3076

Candidates selected for the above posts, who are
members of the A. T. A., are earnestly requested to
apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Avenue, Edmonton.

Official Announcements

NOMINATIONS FOR ELECTION OF EXECUTIVE.

The Annual General Meeting is drawing near.

Locals should now be forwarding the names of candidates
for election to the Executive for the year ending Easter, 1923.

The following officers can be nominated by a majority vote
of a regularly called meeting of any Local Alliance:

President—Elected by the Province at large.

Vice-President—Elected by the Province at large.

Geographical Representatives

1. Calgary—Elected by the Calgary Local.

2. Edmonton—Elected by the Edmonton Locals.

3. North Alberta—Elected by members located north of
Red Deer and northward on the C. & E. Line to Wetaskiwin;
all members north of Red Deer located on and west of the C.
& E. Line; and all members located north of the C.P.R. Line
from Wetaskiwin, and eastward to the Saskatchewan border.

4. S.E. Alberta—Elected by members located south of the
North Alberta Constituency (including those in locals on the

C.P.R. Line from Wetaskiwin, eastward); southward to the
Calgary, but east of the C. & E. Line; and all on the C.P.R.
Main Line from Calgary eastward to Medicine Hat.

5. S.W. Alberta—Elected by members located on and west
of the C. & E. Line; from and including Red Deer, and all
places southward to Calgary; and all members south of Cal-
gary to the border, and south of the C.P.R. Main Line from
Calgary to Medicine Hat.

N.B. In order to be eligible for nomination for the office
of President, the nominee must be at present a member of the
Provincial Executive. The following are therefore eligible for
nomination: H. C. Newland, Chas. E. Peasley, T. E. A. Stanley,
Miss Kate Chegwin, Miss Ada I. Wright, J. T. Cuyler, W. W.
Scott, and S. R. Tompkins.

MEMBERSHIP FEES

Locals should make one last effort to bring up their mem-
bership to the highest possible limit. Local Executives should
impress upon teachers the absolute necessity of supporting
the Teachers' Organization at this most critical time. Eco-
nomic conditions are such that the teachers must stand to-
gether in order to retain what has been won during the past
four years: a solid body of teachers, only, can prevent a
serious economic set-back to the teachers throughout the
Province. Members who pay their fees from now on will re-
main in good standing until December 31st, 1922.

Enthusiastic and tenacious work has never been more nec-
essary than at the present time.

ANNUAL REPORTS

The Executive earnestly requests that before the Annual
General Meeting, the different Locals forward to Headquarters
reports dealing with the work accomplished during the year:
total membership (increase or decrease), amount of fees re-
ceived, amount of local fees, success in negotiations with
school boards, etc.

RESOLUTIONS FOR THE ANNUAL GENERAL MEETING

Local Executives and members of locals are requested to
proceed immediately with the passing of resolutions for send-
ing to Headquarters for the purpose of having them placed
on the agenda of business for the Annual General Meeting.

The work has frequently been left until the closing weeks
of the Alliance year, resulting in considerable overloading of
the local work when preparing for the A.G.M. Copies of all
such resolutions sent in will be published in "The A.T.A.
Magazine," so that members of the whole Alliance may have
them under review for the remainder of the year.

J. W. BARNETT,
General Secretary.

C. T. F. ASSESSMENT

In order to make clear in the minds of our members just
what is meant by the C.T.F. assessment, we quote two res-
olutions which were passed unanimously at our last Annual
General Meeting:

"(1) Resolved that the Alberta Teachers' Alliance recom-
mend to the Canadian Teachers' Federation that every mem-
ber of the affiliated organizations comprising the Canadian
Teachers' Federation be assessed One Dollar for contingen-
cies."

"(2) Resolved that the federation of the Alberta Teachers'
Alliance with the Canadian Teachers' Federation be ratified
and confirmed, and moreover, that the Executive of the Al-
berta Teachers' Alliance be authorized to pay the requisite
membership fee, and further, to make grants of such moneys
as may from time to time be necessary to maintain member-
ship and representation in the Canadian Teachers' Federa-
tion."

With regard to Resolution (1) it must be said that it did
not go through the C.T.F. Convention at Toronto in identically
the same form: an amendment was readily agreed to by the

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Alberta Representatives when it was argued that the term "Contingencies" would likely be misinterpreted to mean "Strike Fund"; therefore, "Assessment" became "Membership Fee" and "Expense and Reserve Fund" was substituted for "Contingencies."

The passing of these resolutions unanimously at our Annual General Meeting meant that the duly accredited delegates of the Local Alliances from each and every corner of the Province, after the resolutions had previously been submitted to the locals for discussion and in order that the delegates might be fully instructed as to voting on them at the Annual General Meeting, gave a unanimous decision in favor of every member of the Alliance being asked \$1.00 for the C.T.F. This meant, if effect, that the membership fee for the current year was raised \$1.00; providing, however, that an amount of our income equal to as many dollars as we have members is hypothecated for the specific purpose of paying the membership fee of every member to the C.T.F.; also that, without exception, each and every member of the A.T.A. automatically joins the C.T.F. when he becomes a member of the A.T.A. and must pay his membership fee to the C.T.F. It also means that instead of our members being supported collectively and individually by the profession in Alberta alone, the 25,000 teachers from Victoria to Halifax who are members of the affiliated organizations comprising the C.T.F. will, of a surety, if need arise, stand solidly in support of any one of the Provincial Organizations, and through them, of any Local Alliance, or individual member. The power and prestige of the teaching profession and therefore of the security and dignity of each of our members as units in the profession, are augmented to a degree altogether out of proportion to the small increase in fees required. We are all members of a Dominion-wide organization of teachers.

NEW LOCALS FORMED DURING THE MONTH

Didsbury, High River, Carstairs, Claresholm, Crossfield, Barons-Carmangay, Calgary Normal, Edmonton Normal, Camrose Normal.

RESOLUTIONS

RESOLVED: That the Department of Education be requested to use the A.T.A. Magazine as the medium through which the teachers are notified of changes in the textbooks.

Vegreville Local.

Local News

OYEN

Oyen, Alta., January 23, 1922.

J. W. Barnett, Esq.,
General Secretary A.T.A.,
Edmonton, Alta.

Dear Mr. Barnett:

I have just received a request to address a Trustee Convention here on Saturday, 28th inst, on the "Sub-Normal Child in the Public School." For the sake of fostering the friendly feeling and recognition of the teacher by the trustees, I wish to comply with their request, but at Xmas when canvassing for A.T.A. members for our Local, I let out several of my A.T.A. magazines touching on the subject, and as a favor, am asking you to rush me down a few back numbers of the same.

I am glad to tell you that here the trustees and teachers are in unison and co-operate. Although I am the primary teacher, I have twice attended Board meetings by invitation to discuss matters of interest. Last week the Principal and I were both at their meeting.

After my first stand for Alliance salary, I have without any

farther parley been given schedule increase, and I am desirous for my profession's sake of retaining and further fostering our present relations.

Thanking you in anticipation of any help you can send me, I am

Faternally yours,
(Mrs.) ALICE C. ROBINSON.

TOFIELD

Tofield, Alberta,
January 17, 1922.

The regular monthly meeting of the Tofield Branch of the A.T.A. was held in Tofield school on Saturday, January 14, at 3 p.m. The members were very enthusiastic in expressing their wishes to co-operate with the A.T.A. as a body and many plans were made for the year 1922. Resolutions to be submitted to the A.G.M. were discussed. It was decided to send a delegate from this Local.

Three teachers of this district gave in applications for membership and a membership campaign was inaugurated. After the meeting tea was served by the town teachers.

The Tofield Local sends heartiest wishes to the A.T.A. for a successful year.

Yours very sincerely,
MAE J. MacOWAN.

CALGARY

Adjustment of Salaries

The salaries of the High School teachers were adjusted for the present by the Finance Committee of the School Board, and later ratified at the meeting of the Board, January 26th. By this adjustment all advances in the way of bonuses made in 1921 were incorporated as an integral part of the 1921 salary, and the 1922 increment will be paid on this basis. In this way the increases for 1921 were consolidated.

It might be noted that in only one instance was there a recommendation of salary below the 1921 schedule, and in that instance action was deferred at the request of the Alliance, pending an investigation by a joint committee of the Alliance and Board.

Closer Co-operation

A joint committee of the School Board and of the Teachers' Alliance is to meet shortly to discuss the advisability of a closer co-operation through the medium of Alliance representatives being present in a consultative capacity at the meetings of the Board. As both parties have shown a disposition to view the question in all fairness, a satisfactory settlement seems quite probable.

New President

At a meeting of the High School section of the Alliance held in the Commercial High School, Tuesday, January 24th, Mr. G. E. Pulleyblank of the South Calgary High, was unanimously elected to the position of President to succeed Mr. Dymond, who resigned in December to accept a position in Victoria, B.C. A good attendance and lively discussions of some vital subjects featured this meeting.

Quotation from a teacher's letter to the Alliance:

"The newspaper report of the Trustees' Convention does not indicate that teachers are likely to be allowed any kind of pampered life in this Province. There is one thing I have always felt about the Alliance and that is that I should and must be a member of it, as otherwise I am emphasizing the general public attitude that I am in a profession I have to apologize for belonging to; something like a woman caught on Saturday doing the family washing, and trying to give a plausible reason which she doesn't believe herself."

Locals of the Alberta Teachers' Alliance are now being organized at Carstairs, Didsbury, Claresholm, Foremost, Crossfield, Langdon and Smoky Lake.

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MEDICINE HAT

Miss Mae Matheson, who has taught here for two and one-half years, is leaving on March 17 for her home in Russell, Manitoba. Numerous friends will be very sorry to lose her cheery presence.

New teachers on the staff are Miss Fleming for Connaught School, Miss Raymond who has been teaching in Saskatchewan, and Miss Smallcome who has been teaching in Port Arthur, for Montreal Street School.

We are glad to see Miss Health and Miss Maybee back on the staff after terms of absence.

MAGRATH

Much sympathy is extended to the parents and friends of Miss Alice Gagan, one of the younger members of the A.T.A., who recently passed away in the hospital at Omaha.

Miss Gagan graduated from the Calgary Normal School last year and after her training she underwent a serious operation. Before she had fully recovered she commenced duties in the Magrath High School but after two months' teaching she suffered a nervous break-down, which, in spite of all medical skill and care could do, finally resulted in her death. She was the only child of Mr. and Mrs. J. F. Gagan and the Alliance, on that account, more especially sympathizes with the heartbroken parents.

Her father writes:

"Alice was a proud defender of the Alliance, and knowing your great interest in teachers and believing in your sympathy, you will pardon me for attaching a private letter from the doctor who treated her at the hospital." (This letter spoke in most feeling terms of Miss Gagan's brightness, bravery and resolution during her hopeless battle against her ailment.)

Current Press Items

THE FEMALE SCHOOL TEACHER

There is a principle involved in the claim of the female teachers on the Toronto school teaching staff for equal pay for equal work. The remuneration of women for teaching in the public schools of this Dominion has long constituted a very serious reproach. In many instances they have received barely enough to pay their board and lodging. Yet they do work just as responsible, just as onerous, and just as comprehensive as men, class for class. The mere fact that it takes a woman teacher in Toronto twenty-one years to climb from a minimum salary of \$1,000 per annum to a maximum of \$2,000 per annum, whereas a male teacher climbs from \$1,625 to \$2,500 in nine years, is sufficient evidence of the inequality of the existing system, so far as Toronto is concerned, and the Toronto scale is a liberal one compared to those in many other centres. The rural average of pay is greatly lower in most of the provinces.

No matter what the minimum or maximum, however, the point made by the Toronto female teachers that they are entitled to equal pay with the male teachers if they do equal work, is one which cannot be challenged on any equitable ground. The time has gone by for ever when talk about feminine inferiority can possess any significance beyond that of ignorance. Women have won their claim to recognition upon an equal mental plane with men, not only as teachers, but in many other professions.—*The Family Herald and Weekly Star*.

TO IMPROVE CONDITIONS

R. H. Cowley, chief public school inspector of Toronto, in an address delivered in that city recently declared that teach-

ers' salaries are not large enough to entice young men into the teaching profession. The financial reward for teaching in the public school, he said, was something the city's business men should take into serious consideration.

If this matter is urgent in the case of the city teacher how much more is it in that of the rural school master or mistress?

If there is a tendency on the part of the school trustees and educational boards to delay action in this regard forces are coming into being that will at least prevent the subject from being forgotten. Each province now has its teachers' association which is growing in numbers and influence yearly. And there is a vigorous movement on foot to unite these provincial organizations into one great federation. The federating body was actually organized in Calgary in 1920. All the provinces except Quebec, New Brunswick and Prince Edward Island are affiliated in this organization, known as the Canadian Teachers' Federation and it has already held its first annual convention.

No doubt the success of the United Farmers' movement has quickened interest in the matter. The object of the C.T.F. is stated to be to secure the following advantages for the profession:

- (a) Better conditions of service.
- (b) Better rates of remuneration.
- (c) Fixity of tenure.
- (d) Improved contracts of engagements.
- (e) Legal support to teachers.
- (f) Sick fund for necessitous teachers in distress.
- (g) Improved pension schemes for teachers.
- (h) Better publicity.
- (i) Improved training of teachers.
- (j) In general, the improvement of the status of teachers, socially, professionally and financially.

"The Teachers' Federation can be of great service to the teaching profession," said Dean Laird of Macdonald College, recently, "if it maintains its present policy and attitude on the question of trade unionism." As a delegate to the annual meeting of the C.T.F., the Dean said, he had received the assurance of the leaders in the movement that there was no intention of creating discontent or organizing strikes in any province; but it will be the policy of the Canadian Teachers' Federation to support the teacher in all cases of hardship and unfair treatment suffered by any teacher in any province represented in the federation.—*The Family Herald and Weekly Star*.

TEACHERS' SALARIES

Perhaps it will be of some interest to the readers of your paper to have something further regarding the question, which is one of vital interest.

It seems to me that the educators of the Canadian children are building the foundations of one of the most resourceful countries of the world. Perhaps the school teacher is not the only educator, but between the school and the home we have the foundation of our children's learning. Better teachers means better home conditions. It is quite apparent that it is through the influence of good teachers that the great process of assimilation, or the mixing of the peoples, is so well carried out.

I do not believe any school districts want a poor or unqualified teacher. Still it is quite apparent that some districts want a cheap teacher, because a good teacher cannot be had for the same price as a poor one. Cut down the teacher's salary and you take away the strongest incentive for teachers to remain in the profession. You also take away the desire for the students of today to become the permanent teachers of the future.

The proposed salary as mentioned in the article referred to, was five dollars per teaching day, or twenty-five dollars per week. How many school districts can supply a boarding-place for a teacher at less than nine dollars per week? How many teachers are content to plod along without adding to

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their educational standing? I suppose this is free, gratis. I am sure every teacher can spend, and does spend, at least a month's salary in educational advancement. Who benefits more than the district where this advancement is applied?

Surely a teacher should receive as much as farm labor. Isn't fifty dollars a month a fairly low wage for farm labor? Then how can a teacher get more than this if you cut his wages to five dollars per teaching day?

I think it would be a great deal more becoming of the school districts if they would follow the example of a district to the north of us. The following letter, or a similar one, was received by an inspector: "Send us a teacher, who has some idea of the conditions in a rural school; one who is able to do the job. The salary is a secondary consideration. We are willing to pay a teacher what he is worth to our district." This district did not say: "Send us a five dollar per day teacher," or a "four dollar and ninety-five cent teacher."

I, as a farmer and a believer in the future of our country, do not agree with any policy or association which aims to cut down the salary of our teachers. I want better teachers, and with higher salaries we will ultimately get better teachers.—H. R. Patterson, in *Medicine Hat Daily News*.

THE PAY OF THE TEACHER

The average wage of male public school teachers in Ontario is \$1,348 per year, or slightly less than \$26 per week. That means that we entrust the education of our children and to some degree their moral training to men to whom we pay less than we pay to the men who clean our streets and remove the garbage from our lanes.

Ontario has no reason to boast of her educational system or she must confess herself shamefully niggardly in her appreciation of the work being done by the men and women who do the teaching.

It is to be feared that we are guilty on both counts. The public school system is far from being as efficient as it should be, particularly in the fundamentals, and the teaching staff is much underpaid.

The present provincial government has boldly attempted to improve the teachers' rate of pay. But the municipalities have to fall into line. Something is radically wrong with the standards of any community that pays its teachers less than it pays to the roughest of manual laborers.

The most brilliant, most virile and noblest of our young manhood and womanhood should feel itself privileged to enter the teaching profession, not as a stepping-stone to any other occupation—unless matrimony be regarded as such—but as a chosen life work.

Until the community rates high the work of the teacher by paying salaries in keeping with the years of preparation and the importance of the functions performed our educational system will fall short of its possibilities and suffer from a lack of teachers of the highest qualifications.—*Toronto Star*.

WANT SCHOOLS UNDER CONTROL OF THE COUNCILS

Placing of school systems of municipalities under direct control of the councils, thus eliminating school boards, a scheme which has already been proposed in Calgary, will be proposed today before the convention of Alberta Union of Municipalities which is in session here.

The proposal will come in the shape of a resolution which recommends that not only the school systems, but the health activities of the municipalities should be placed directly under control of the councils, and administered by special committees of the councils, with the cooperation of members of the councils specially experienced in the particular work of school and hospitals. These committees, it is proposed, would have complete charge of the school and hospital and health affairs of the municipality, being responsible to the whole council only in matters of finance. The committees would be known as the Education Committee and the Health Committee.

This resolution has already been placed in the hands of the Resolutions Committee to be passed upon, and the report of this committee on the proposal will be heard in the convention some time today.

This is the first attempt by those who are advocating the amalgamation of the School Board and Council to get public endorsement of the proposal, and it is certain to raise a storm of protest.

Coupled with this proposal is another which recommends that municipalities be required to pay to school boards only their percentage of the taxes collected, and that the school boards be given power to give ten-year debentures to the banks as security for loans to meet whatever they require above the amount paid over by the municipality. In other words, the proposal is that the school boards should do their own financing in lieu of tax collections.

All these suggestions would require special legislation by the provincial legislature, since the present Schools Ordinance of the Province is built on the basis of the existence of the school system as something apart from the other affairs of municipal government, and provides the system of school boards at present in vogue.—*Calgary Albertan*, Nov. 18.

From the Periodicals

RELIGIOUS EDUCATION

The Danger of This Hour

Our education stands indicted because it has taught us to live for the things that divide us and not for those that unite. It has somehow made us believe that one man's riches must be predicated on another man's poverty. It has neither taught us how to live nor how to love.

Some New Tests in Religious Education

Clara Frances Chassell, Ph.D.

This article indicates that tests similar to those used in the public schools are being provided in the Sunday schools, as the workers realize the various advantages accruing from their use.

Co-operative Study of the Religious Life of Children

Hugh Hartshorne, Ph.D.

An observation on the social behavior of children with a view to determining their capacity, their problems and needs, as a basis for planning new courses of study for them. The children's reactions or responses in the family group are noted; a record is kept of the ideas they express, regarding themselves, their friends, God, religious sentiments, etc.

—K. T.

SCHOOL AND SOCIETY

A notice appears in a recent number of "School and Society" to the effect that in 1923 an International Congress on Education will be held in the United States. President Harding has been asked to extend to the nations now represented at the Washington Armament Conference, an invitation to join the United States in the proposed educational Congress. Among the objectives for the conference are the following:

"To inculcate into the minds and hearts of the rising generation those spiritual values necessary to carry forward the principles emphasized in the Conference on Limitation of Armaments.

To emphasize the essential unity of mankind upon the evils of war and upon the absolute necessity of universal peace."

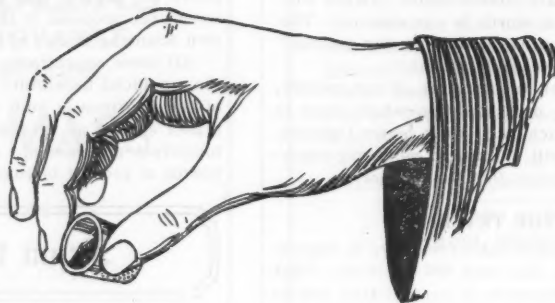
—D. L. S.

JOURNAL OF EDUCATION, LONDON.

Secondary Education as Contemplated in Germany.

A recent article in the *Koelnische Zeitung* outlines the new organization of secondary education proposed in Germany. All the high schools will be fed by the *Volksschulen*, the pre-

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Floating dust is a carrier of bacteria. A single thimbleful may contain unbelievable millions of these minute organisms which are such a menace to the health of growing children.

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paratory schools being abolished. The *Volksschulen* will offer a four-year course, at the end of which a pupil enters one of the four types of high school: *Gymnasien*, *Realgymnasien*, *Oberrealschulen*, and *Deutsche Oberschulen*. Some of the *Volksschulen* will, however, offer courses of 6 or 7 years for pupils not intending to enter high school.

The high school course is being reduced from 9 years to 8, but it is believed that the continuity of training resulting from the increased uniformity of the schools will make up for the last year.

While girls and boys still attend separate high schools, co-education is now permitted where only one high school can be supported. *Journal of Education.*

Undoing the Work of the Burnham Committees

It cannot be too clearly understood that the whole profession is seething with indignation at the manner in which, for the last ten years, the entire question of salaries has been mismanaged. Not until the close of the war, and under the impulse of a grave shortage of teachers, was the matter comprehensively considered. It is well known that the suggestion of a definite political alliance was seriously debated by primary school teachers, in consequence of the scandalously low salaries which prevailed. The suggestion that the Geddes committee propose to interfere with scales of salaries, accepted with the greatest reluctance and after exhaustive debates with education committees, is working grave injury to education.

The activity of the Geddes Committee in relation to economy in education is being closely followed by the executive of the National Union of Teachers (now of 54,639 members). Any proposals to cut down the salaries will be resisted by every resource at the command of the Union.

The Association of British Chambers of Commerce has also been inviting suggestions for the reduction of educational expenditure. The Glasgow Chamber of Commerce have replied with a number of suggestions, which, it is claimed, will save a million and a half sterling per annum. Exclude the 68,468 children under six, increase the number of pupils per teacher from forty to fifty, and prevent those pupils from entering intermediate and secondary school who will not complete the course. Whether these last are to be selected by clairvoyance or the shortage of educational facilities is not made clear.

Journal of Education.

Editorial

THE MINIMUM

The recent Convention of School Trustees seemed to consider that the mere passing of a half-baked resolution to "stick to the \$840 statutory minimum salary for teachers" would suspend the operation of the "Law of Supply and Demand" in so far as it effects the salary of Alberta teachers. There is no doubt that if the teachers of the Province were in no way organized and the Trustees of the Province were organized to the "limit," the individual teachers could be brought into subjection to the obvious will of the trustees to deny the teachers of the Province the right to take advantage of the "Law of Supply and Demand" and sell their services to their employers at the most advantageous figure. As at the 1921 Convention at Calgary, the economic undertone was the predominating factor and the arch-profititeer (?)—the teacher—was uppermost in the minds of the delegates there assembled.

One worthy trustee, a medical doctor, obtained felicitous applause when he drew attention to the good old days when he was a teacher and received the munificent salary of \$200

per annum and "saved money on it too." He stated that teachers must suffer economic reaction along with all other citizens (doctors excluded, we presume) and that steps were being taken to put a cut into operation in his district. One well-balanced delegate there drew attention to the fact that the passing of such a resolution, as proposed by the doctor trustee, might possibly lead nowhere unless the trustees, like the grain speculators, had a corner on the market. But his wise suggestion was not very favorably considered; the resolution was adopted with vociferous exultation, and that settled it. No longer will the grasping teacher be tolerated who demands such an outrageous figure as provided for in the A.T.A. Schedule of Salaries. That's where you stand, dear fellow-workers, UNLESS!—What about that old epigram: "If the teachers don't hang together, they will hang separately"? This was never more to the point than it is today, and it is very evident that the trustees assembled had fond anticipations with regard to the "hanging separately." A lack of knowledge of the real state of the teacher market in the near future is a real peril to the teaching profession, and for the benefit of the uninformed, we suggest that they avoid all semblance of being stamped by the conditions prevailing into accepting wages altogether inadequate to maintain themselves in a position commensurate with the office and dignity of a teacher.

A document from a most authoritative source has recently been brought to our notice. This document gave the number of rooms in operation during the year as approximately 4300; last year the number of normal school students was 150 less than the number which will graduate this year, but the number of new school districts created during the past year will offset the increased number of new teachers attending Normal; approximately 740 permits were issued during the year and nearly 400 teachers came to Alberta from other provinces. It will therefore be seen that over 1100 teachers in addition to the Alberta supply of qualified teachers were required to operate the schools last year. The communication goes on to state that if salaries be lowered the supply of teachers will suffer a corresponding reduction and the Department of Education will be unable to meet the demands of school boards for teachers. It has been rumored that the permit teacher will have to disappear entirely if all the students who will graduate from Normal School in April are to be placed. The Department however, is under the impression that such is not likely to be the case and that a large number of permits will have to be operative even during the month of April when the supply of teachers usually reaches the peak.

—J. W. B.

Official News

We are in receipt of Bulletin No. 16 of the Manitoba Teachers' Federation, which contains a very full report of the Third Annual Convention of the M.T.F., held on December 28th at Winnipeg. Though the delegates were assembled for one day only the amount of work which passed through their hands establishes a record for Alliance or Federation meetings.

The M.T.F. is calling for a Chair of Pedagogy in the University of Manitoba, an outcome of the fact that some 500 Manitoba teachers are improving their professional standing. The Federation is also publishing a series of Research Bulletins dealing with educational conditions in other provinces and countries, with the purpose of throwing more light on the immediate problems of Manitoba, and of avoiding "waste of time and energy on useless projects or discarded theories."

The Executive has sub-committees dealing with Legislation, Publicity, Ideals and Practice, and Textbooks. The Publicity Committee in particular has done some excellent work



PROVINCE OF ALBERTA

THE MOTOR VEHICLE ACT

The administration of the Motor Vehicle Act is under the direction of the Hon. Herbert E. Greenfield, Provincial Secretary of the Province of Alberta. The registration fees are as follows:

FEE FOR REGISTRATION

\$5.00 in the case of a Motor Cycle, and for any other motor vehicle according to the length of wheel-base in inches as follows:

LENGTH OF WHEEL-BASE IN INCHES.

For motor vehicles not exceeding 100 inches.....	\$15.00
Exceeding 100 inches but not exceeding 105 inches.....	\$17.50
Exceeding 105 inches but not exceeding 110 inches.....	\$20.00
Exceeding 110 inches but not exceeding 115 inches.....	\$22.50
Exceeding 115 inches but not exceeding 120 inches.....	\$25.00
Exceeding 120 inches but not exceeding 125 inches.....	\$27.50
Exceeding 125 inches but not exceeding 130 inches.....	\$30.00
Exceeding 130 inches but not exceeding 135 inches.....	\$32.50
For every motor vehicle exceeding 135 inches.....	\$35.00

(The above fees include cost of one set of number plates)

NOTE: By wheel-base is meant the length in inches from centre to centre of front and rear hubs.

DEALERS' LICENSES

FEE FOR REGISTRATION

The fee for registration shall be \$25.00 and \$1.00 for each set of number plates for three motor vehicles. Provided, however, that additional number plates may be supplied to a manufacturer or dealer in motor vehicles on payment of a fee of \$10.00 for each additional set of number plates.

Hon. Herbert E. Greenfield

Provincial Secretary.

in building up public confidence in the federation. The new President of the M.T.F. is Mr. E. K. Marshall, M.A., Principal of the Portage la Prairie Collegiate Institute.

The December and January numbers of the *B. C. Teacher* contain some interesting material relative to the New Westminster affair. From every one of the other eight provinces of the Dominion came offers and pledges of support for the New Westminster teachers, and those teachers won. For the first time in the history of Canada, thanks to the C.T.F., the teachers of Canada were united in a common purpose and a common sentiment. Events such as these are epoch-making.

The B. C. teachers are already announcing their Easter Convention, which is held, not under the auspices of the B. C. Department of Education, but under the aegis of the B.C.T.F. This is rendered possible by the fact that the days of Easter week are statutory holidays, and, as a result, there is no complicating question about the payment of government grant, or of teachers' salaries when absent to attend the convention. It surely is high time that we were "tackling" this problem in Alberta.

* * *

Mr. D. A. Campbell, B.A., Director of Technical Education for Alberta has resigned his position to accept an appointment as Principal of the Sarnia Collegiate Institute and Technical School at a salary of \$5000 per annum. Mr. Campbell states that several men in Ontario in similar positions are receiving \$4000 and \$4500 a year. Evidently they don't believe in salary-cutting in Ontario as a means of economy in public expenditure.

* * *

The Calgary Local is taking up with the school board the question of closer co-operation by means of Alliance representatives sitting in a consultative capacity with the board. Experience shows that there is nothing better than this arrangement for promoting mutual confidence and good-will between board and teachers.

* * *

The Provincial High School Debating League has just brought its season to a close. The winner of Division A is the Crescent Heights High School, Calgary, which defeated the Victoria High School, Edmonton in the finals, and thereby becomes the possessor of the handsome silver trophy awarded by the Department of Extension, University of Alberta. In Division B, a remarkably strong team from the Forestburg Consolidated School defeated the Taber High School and won the trophy. This final debate of Division B was considered by the judges to be one of the best ever heard at the university.

* * *

The High School Curriculum Committee has reached the stage of appointing sub-committees to prepare the content of the course in each subject. A general report of the proceedings of the Committee to date will appear in our next issue.

Nominations are now being made for the several offices of the Provincial Executive of the A.T.A. The following have been received to date: For President—Chas. E. Peasley, Medicine Hat; for Vice-President—S. R. Tompkins, Lethbridge, and J. T. Cuyler, Medicine Hat; for district representatives—Miss Ada I. Wright, Vegreville, Miss Mary Crawford, Edmonton, H. B. Powell, Coleman, and W. S. Brodie, Lethbridge.

* * *

The Trustees' Convention, which took place at Edmonton on the 1st and 2nd inst., showed very little improvement this year in its attitude toward the Teachers' Alliance. That undertone of hostility to the teachers, which was both distinct and recurrent in all of the proceedings of last year's Convention, was by no means absent this year: perhaps one might say that it was not even "damped down."

It is clearly nothing but hollow mockery to speak of "co-operation" with trustees who are in such a frame of mind. Their whole attitude was, apparently, anti-teacher, cut-salaries, swat-the-Alliance—the attitude of the employer trying to get a "strangle hold" on his employees. While it may be true that the more enlightened trustees of our towns and cities deprecate and even repudiate such an attitude, the fact remains that there is a dominant majority of rural trustees who are out "for blood." Such a lamentable situation forces upon our attention the whole question of rural trustees, and the menace to our provincial educational system which is created by their niggardliness and incompetence.

* * *

Many teachers are asking about the results achieved by the new Board of Conciliation set up at the last session of the Legislature. For purposes of intelligent discussion it would be well to secure from the Department of Education information on the following particulars:

1. How many times did this Board sit during the year?
2. How many requests for the services of the Board were received from teachers during the year, and in how many instances were such requests granted.
3. In how many cases did the Board succeed in having its recommendations carried into effect, or otherwise adjust the dispute in question.
4. In how many cases was the request for the services of the Board granted, but no sitting of the Board held?
5. What was the method adopted of appointing the members and chairman of the Board?

Answers to these questions would greatly facilitate a just appraisal of the real value of this Board of Conciliation.

* * *

That \$1200 minimum again! First the U.F.A. political Convention, and then the Trustees' Convention discuss resolutions to have the minimum reduced! Mark the words, reader: to reduce the minimum.

Now, you Jeremiahs and backsliders and "grousers," who say that the Alliance has never done anything, answer this: Who raised that minimum from \$840 to \$1200? And why do two of the largest conventions of the province discuss the question how to reduce it, if it wasn't raised? Think it over, Mr. Knocker!

* * *

By the way, I wonder if it ever strikes some of those country trustees that \$1200 per annum is little enough reward for those audacious souls who brave the hardships, discomforts, and inconveniences of pioneer life, to say nothing of the boorishness and petty tyranny of those trustees whose most capacious idea is the boundless importance of their own official position. It is the country teachers, not those of the city, who need the high minimum, a principle which has been made the basis of a state salary scale by the Labor government of Queensland, Australia.

Moreover, it should not be forgotten that, even with our Normal schools crowded to capacity, it is impossible to attract teachers-in-training in sufficient numbers to supply the demand for rural teachers without the issuing of hundreds of "permits" every year. By this unreasonable talk about a lower minimum the country trustee is simply throwing himself straight into the arms of the "permittee,"—truly, a terrible fate!

The Hertel-Harshman Company, Toronto, are featuring this month the New World Loose-Leaf Atlas in an unique advertising manner. For ninety days, they will supply the New World Loose-Leaf Atlas with Service, at cost which includes only workmanship and material. Atlas can be purchased at price below replacement value.—(Advt.)

A Bag of Chestnuts

READY TO DIE

Sandy, not feeling well, had consulted a doctor.

Doctor: Do you drink, Sandy?

Sandy: Yes, sir.

Doctor: Well, you must give that up. D'you smoke?

Sandy: Yes, sir.

Doctor: You must give that up, too.

As Sandy went quickly through the office door, the doctor, exclaimed:

"You have not paid me for my advice, Sandy."

"I'm not taking it," replied Sandy.

JUST LIKE GEORGE!

Rose, the garrulous domestic, can give you facts of history—international, dramatic, scandalous—right off the bat without a moment's hesitation.

"How do you manage to remember all these things, Rose?" inquired her employer the other day.

Then Rose came back with the infallible rule for memory training.

"I'll tell ye, ma'am," says she. "All me life never a lie I've told. And when ye don't have to be taxin' yer memory to be rememberin' what ye told this one or that one, or how ye explained this or that, ye don't overwork it and it lasts ye, good as new, forever."

LANDED

"What did you learn at school?" the boss asked the fair young applicant for the stenographer's job.

"I learned that spelling is essential to be a good stenographer."

The boss chuckled.

"Good. Now let me hear you spell 'essential.'"

The fair girl hesitated for the fraction of a second.

"There are three ways," she replied. "Which do you prefer?"

And she got the job.

HE PASSED!

He came up from school with sporting honors full upon him. He was a young man who had always been idolized by his school chums, and was most popular wherever he went, but he was an absolute duffer at lessons.

He had to sit for an entrance examination for a college. His great sporting reputation had preceded him, and they wanted him badly at the college, but even the most promising batsman and bowler could not claim complete exemption from the entrance examination.

It was only an oral questioning—and yet one had to get 50 per cent. to pass.

The matter was left in the hands of a sporting young don, and his protégé got through. Later on it appeared that only two questions had been asked.

"The first," said the examiner, "was the date of Trafalgar—he got that wrong. Then I asked him what was the chemical formula for water. He replied: 'I don't know—really, I don't!'"

"Well, that was right," explained the don to his fellow don, "for it was obvious that he did not know. So I passed him with 50 per cent."

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The Alberta Teachers' Alliance Constitution

Name

The Corporate Name of the Society shall be The Alberta Teachers' Alliance.

Objects

The purposes of the Society shall be:

- (a) To advance and safeguard the cause of education in the Province of Alberta.
- (b) To raise the status of the teaching profession in the Province of Alberta.
- (c) To unite the members of the Society in an association for their mutual improvement, protection and general welfare.
- (d) To bring about united action on any matter of common interest to the teachers of educational institutions in the Province of Alberta, which are supported by Dominion, Provincial or Municipal taxation.
- (e) To co-operate with teachers' organizations in the other Provinces of the Dominion having the same or like aims and objects.

Constitution and Election of Executive Council

The Executive Council shall consist of nine members: the President, Vice-President, General Secretary-Treasurer, immediate past President, and five District Representatives. The President, Vice-President and District Representatives shall be elected by the Annual General Meeting of the Society and shall hold office for one year or until their successors are duly elected. The General Secretary-Treasurer shall be appointed by the Executive Council. The immediate past President shall be ex-officio a member of the Executive Council.

Membership

- (a) The Society shall consist of a Federation of Local Societies known as Local Alliances, and of members at large.
- (b) Any person eligible for membership in the Society may make application for membership to the General Secretary-Treasurer and upon receipt by the applicant of the official certificate of membership, signed by the General Secretary-Treasurer, and sealed with the corporate seal of the Society, the said applicant shall become a member of the said Society.

Amendments to Constitution

The Executive Council of the Alliance may amend this Constitution or take any decisive action necessary, after securing the approval of the members of the Society as expressed by a two-thirds majority of the electoral vote of the members to be taken as provided in the Regulations for the time being.

Regulations

The Regulations of the Society hereto attached shall be taken and be deemed to be the governing Rules and Regulations of the Society until such time as the same shall be altered or amended in accordance with the provisions of Chapter 66 of the Ordinances of the North West Territories respecting Benevolent and other Societies.

REGULATIONS

Membership

1. The Alliance shall consist of all duly admitted and fully paid up members of Local Alliances, and of members at large.

2. (a) Any person who has been actually engaged in teaching for some time during the twelve months immediately preceding application for membership in the Alliance in any educational institution in the Province of Alberta supported by Dominion, Provincial or Municipal taxation shall be eligible to become a member of the Alliance provided, however, that those persons known as "permit teachers" shall not be eligible for membership.

(b) Any student of an Alberta Normal School may, upon payment of a fee of 50 cents become a provisional member of the Alliance, with the same rights, privileges and benefits as other duly admitted members; provided, however, that such membership shall only hold good until six months after the close of the Normal training term.

3. Any person qualified to become a member of the Society according to sub-section (a) of the preceding section, but who is so placed as to be unable to become a member of any Local Alliance, may become a member at large of the Alliance.

4. The Executive Council of the Alliance shall have power to attach a member at large to any Local Alliance as may be deemed fit and proper.

Fees

5. The fees for members in the Alliance shall be those prescribed from time to time by the Alliance in its Annual General Meeting.

6. The payment of fees shall be a condition precedent to membership.

7. Members of Local Alliances, whose fees are not paid by the end of the calendar year, shall stand suspended without any formal action on the part of the Alliance, but the Secretary shall report the same to the General Secretary-Treasurer who shall correct the membership roll.

8. Re-admission to membership may be secured as provided in Section 2, hereof.

Local Alliances

9. The membership of a Local Alliance shall consist of members of the Alliance.

10. Any six members of the Alliance may with the consent of the Executive Council become organized into a Local Alliance.

11. The administrative body of a Local Alliance shall be the Executive Committee, which shall include as ex-officio members, the President, Vice-President, and Secretary-Treasurer of such Local Alliance.

12. The Executive Committee and the Officers of any Local Alliance shall be elected by the members thereof, annually, not later than the month of December, or at such time as the Executive Council may direct.

13. Local Alliances shall hold meetings at least once every month of the school year, or as often as the same shall be convenient and expedient, and it shall be the duty of the Officers to provide a place of meeting, and a programme or subject for discussion at such meeting. The number of members which shall constitute a quorum shall be determined by the Constitution of the Local Alliance, but in no case shall such number be less than five members. The President, on his own initiative or at the request of five members, may call a special meeting, and all members must be notified of the time and place of such meeting and the object for which it is called.

14. A Local Alliance shall not be deemed to be in good standing until its Secretary-Treasurer or other Officer has forwarded the annual fees for the current year, together with a list of Officers and members, and unless such Local Alliance shall have held meetings as herein provided.

15. Each Local Alliance shall by its Secretary or otherwise make an Annual Report to the Executive Council of the Alliance, at such time or times as the said Council may require.

16. Such report shall contain a list of the names of the Officers and a general survey of the work done since the last report, if any, and any other information required by the Executive Council.

17. The Constitution and By-laws, Rules and Regulations

of any Local Alliance shall be subject to revision or disallowance by the Executive Council.

18. A majority vote of a regularly called meeting of a Local Alliance shall control the entire electoral vote of the Local Alliance and the Secretary shall promptly notify the General Secretary-Treasurer of the result.

19. A Local Alliance shall be entitled to the same number of electoral votes as delegates by which it would be represented at the Annual General Meeting.

Annual General Meeting

20. The Alliance shall be governed by an Annual General Meeting to be arranged by the Executive Council during the annual convention of the Alberta Educational Association, or at such other time as may be deemed expedient by the Executive Council.

21. The meeting shall be composed of the Executive Council and duly accredited delegates from Local Alliances in good standing.

22. Delegates to the meeting shall be members of Local Alliances in good standing; for Alliances with a membership of 6 and under 10, one delegate; from 10 to 25 inclusive, 2 delegates; and for Alliances with a membership exceeding 25, one additional delegate for each additional 25 members or fraction thereof.

23. At the meeting the President of the Alliance shall preside.

24. The meeting shall discuss the reports of the Executive Council and legislate on any question arising out of these reports; it shall deal with any business brought before the meeting by the Executive Council or any Local Alliance in good standing; it shall elect a President, a Vice-President and five District Representatives. The agenda of the meeting shall be sent to all Local Alliances by the General Secretary-Treasurer, at least 15 days prior to the meeting.

Administration

25. The Executive Council shall be the Executive and Administrative body of the Alliance, and shall consist of the President, immediate past President, Vice-President, General Secretary-Treasurer, and five other members.

26. Five members of the Council shall constitute a quorum.

27. A vacancy in the Executive Council during the year shall be filled by the remaining members of the Council.

28. In case of the inability of the President to act on account of death, sickness, removal or resignation, the Vice-President shall take office as President, and in the event of the Vice-President being unable to serve on account of such similar conditions the immediate past President shall become President.

Powers of the Executive Council

29. The management of the affairs and business of the Alliance shall be vested in the members of the Executive Council, who may exercise all such powers of the Alliance as are not hereby or by Statute expressly directed or required to be exercised by the Alliance in General Meeting, subject, nevertheless, to any Regulations of these articles, and to the provisions of Chapter 66 of the Ordinances of the North West Territories, and to such Regulations not being inconsistent with the aforesaid Regulations or provisions as may be prescribed by the Alliance in General Meeting; but no Regulations made by the Alliance in General Meeting shall invalidate any prior act of the members of the Executive Council which would have been valid if such Regulation had not been made.

Remuneration of Councillors

30. The members of the Executive Council shall receive by way of remuneration, in respect of each financial year of the Alliance such remuneration as the Alliance may in General Meeting vote for that purpose. In addition to their remuneration, if any, the Councillors shall be paid all travelling and other expenses incurred while on the business of the Alliance.

Accounts

31. The Executive Council shall cause true accounts to be kept of the sum of money received and expended by the Alliance, and all matters in respect of which such receipts and expenditures took place, and of the assets and liabilities of the Alliance, such books of account to be kept by the General Secretary-Treasurer at such place or places as the Councillors may think fit.

Amendment to Constitution

32. Any Local Alliance desiring to introduce any alteration or amendment to the Constitution or Regulations of the Alliance may submit a draft thereof to the General Secretary-Treasurer at least 30 days prior to the date of the Annual General Meeting and the General Secretary-Treasurer shall thereupon communicate the same to each Local Alliance by mail.

WHAT IS THE ALBERTA TEACHERS' ALLIANCE?

(1) IT IS THE ONLY PROFESSIONAL ORGANIZATION OF TEACHERS IN ALBERTA—

It has over 2000 members and some 75 local organizations throughout the Province.

It is affiliated with the CANADIAN TEACHERS' FEDERATION which embraces every provincial teachers' organization throughout the Dominion with approximately 25,000 members.

(2) IT IS THE ONLY BODY WHICH HAS THE NECESSARY MACHINERY WHEREBY THE TEACHERS OF ALBERTA CAN SPEAK WITH A UNITED VOICE—

Have you any opinions on educational matters? If so, there is only one way by which you can get your viewpoint across—by joining the organization which has been created for the specific purpose of making the teaching profession the leaders in matters educational. Do you aspire to remain merely an individual, carrying out the duties of a class-room mechanic? This is not belonging to a profession in the real sense of the word. Does not the term "PROFESSION" embrace "UNITY OF AIM AND PURPOSE"? Educational and moral achievement, as well as professional advancement can only be brought to pass by teachers speaking with a "CONCENTRATED AND UNDIVIDED VOICE." We should be "MEMBERS OF ONE ANOTHER."

It may be that some individuals, by petty self-seeking and treachery to their profession, may obtain temporary advantage of their fellow-workers, but the raising of the status of the profession as a whole is the only thing which will benefit each and every one of us in the long run. THINK THIS MATTER THROUGH and decide whether or not your remaining outside your professional organization tends to paralyze the arm and stultify the efforts of those who have been working and sacrificing for the uplift of the cause of the teacher and of education.

WHAT THE ALLIANCE HAS DONE.

(1) IT HAS DRAWN UP A PROVINCIAL SALARY SCHEDULE, BASED ON THE \$1200 MINIMUM. THE ALBERTA TEACHERS' ALLIANCE INITIATED THE \$1200 MINIMUM. IT HAS RAISED THE AVERAGE SALARY OF TEACHERS THROUGHOUT THE PROVINCE MORE THAN \$300 PER YEAR.

Is it not time you did something to help the Organization which has done so much for you? Is not some appreciation from you for benefits received long over due? Do you wish to continue taking everything and giving nothing in return?

(2) IT HAS OBTAINED A BETTER FORM OF CONTRACT PROVIDING SOME DEGREE OF SECURITY OF TENURE OF POSITION, IN THAT INVESTIGATIONS INTO DISMISSALS MUST BE HELD IF DEMANDED BY THE TEACHER.

- (3) IT HAS FOCUSED PUBLIC ATTENTION UPON EDUCATIONAL MATTERS, AND THE DISABILITIES UNDER WHICH TEACHERS LABOR.

- (4) IT HAS OPENED UP GREAT POSSIBILITIES OF INFLUENCE AND SERVICE TO THE TEACHING BODY.

In the larger centres, school boards now deal with the teachers' organization rather than with individuals directly; better bargains are thereby obtained and these conditions re-act to the advantage of teachers everywhere.

- (5) IT HAS SPENT HUNDREDS OF DOLLARS EACH YEAR IN PROTECTING INDIVIDUAL TEACHERS IN RURAL DISTRICTS AGAINST INJUSTICE—

The A.T.A. has appointed legal advisers whose services are at the disposal of our members.

Do you want the backing of a powerful organization should you be so unfortunate as to meet with trouble? If you have not been so unfortunately placed, nor do you consider it likely you ever will, do you not owe it to your profession to make some effort, at least, towards placing your fellow-workers in positions comparable with your own happy lot?

- (6) IT HAS SECURED LEGISLATION TO SETTLE DISPUTES BETWEEN TEACHERS AND SCHOOL BOARDS.

- (7) IT HAS CO-OPERATED WITH THE DEPARTMENT OF EDUCATION IN REVISING THE COURSE OF STUDIES.

Those who are members of the A.T.A., in the very nature of things, have had more say in this question than non-members, who, by their abstention from membership, have no facilities afforded of discussing with their confreres these all-important matters.

- (8) IT HAS STRIVEN TO UNITE WITH OTHER BODIES TO HAVE A LARGE PORTION OF EXPENDITURES FOR EDUCATION REMOVED FROM PURELY LOCAL AND CITY CONTROL—A BLANKET EDUCATIONAL TAX SPREAD OVER THE PROVINCE.

AIMS FOR THE FUTURE

- (1) GREATER EFFICIENCY IN OUR EDUCATIONAL SYSTEM.

- (2) IMPROVED PROFESSIONAL STATUS OF TEACHERS.

- (4) HIGHER QUALIFICATIONS FOR ENTRANTS TO THE PROFESSION.

- (4) EQUALITY OF EDUCATIONAL OPPORTUNITY.

- (5) A PENSION SCHEME FOR TEACHERS.

- (6) FULLEST POSSIBLE CO-OPERATION BETWEEN THE A.T.A. AND:

(a) The Department of Education;

(b) School Boards;

(c) All other organizations interested in Education.

- (7) SECURITY OF TENURE OF POSITION FOR TEACHERS DURING EFFICIENCY AND GOOD CONDUCT.

- (8) ADEQUATE SALARIES FOR TEACHERS.

- (9) HIGHER ESPRIT-DE-CORPS, RIGID PROFESSIONAL ETIQUETTE, AND A MORE INTENSIVE PROFESSIONAL CONSCIOUSNESS.

- (10) A STRONG NATION-WIDE ORGANIZATION OF TEACHERS.

- (11) ABOLITION OF UNQUALIFIED TEACHERS' OPERATING IN ALBERTA SCHOOLS—EVERY CHILD'S RIGHT, A GOOD TEACHER.

- (12) 100% MEMBERSHIP OF QUALIFIED TEACHERS THROUGHOUT THE PROVINCE.



Educational Research



Earle D. MacPhee, M.A., B. Educ. (Edin.), Department of Philosophy, University of Alberta.

As the result of a request by teachers of the High and Public schools of Edmonton, the Department of Philosophy of the University of Alberta has been offering teachers' courses in Educational and Experimental Psychology for the session 1921-22. The number of students enrolled for the year has exceeded expectations, and it is expected that this provision will be continued as long as the teachers of the city desire it. Advanced courses in both subjects will probably be given during the coming year for those who complete the courses now being offered. As was intimated in a previous issue of the *A.T.A. Magazine* these and other courses will be offered at the summer sessions of the University.

The need for some such instruction has long been felt by the more enthusiastic members of the profession. Within the last fifteen years there has developed an experimental pedagogy which aims to analyze all the problems of the school room, and to settle at least a few of them in a scientific manner. As a result of the research carried on thus far there has grown up a body of knowledge, experimentally determined, which promises to recast many of the traditional methods of instruction and organization. It is the purpose of this article to indicate a few of the problems now being approached by the class in Educational Psychology, with a view to securing the co-operation of the teachers of the province.

As was pointed out by Prof. Sandiford in a recent issue of *The School*, much effort has been directed in United States to devising tests and scales: far less attention has been given to testing out the various suggestions. It is contended that part of our task is to secure a Canadian standardization of some of the best known American scales. With this statement the present writer agrees, but he would add, that, whereas many pedagogical scales are based on American material; e.g., history, geography, a further task lies before us: to devise

and standardize scales for the specific use of our Canadian schools.

One of the most important projects that we are facing is the standardization of the Binet-Simon Scale, Terman Revision, for Canadian schools. We are satisfied that the general principles on which this revision has been carried out are sound, but it remains for us to discover if all parts of the scale are properly placed for our children. It may be invidious to mention names, but one of the members of the class in Educational Psychology has already gone far in securing such data. Mr. Willis, principal of the Alexander Taylor School has used the Terman Revision with about a thousand children. It seems preferable to me, that careful tests should be made with children from both rural and urban districts, from various social strata, and from various parts of the Dominion, up to a total of about 15,000. Only when this has been done are we in a position to announce Canadian standards. A number of members of the class are working on the same problem, and it is hoped that others who have been working quietly will indicate their results obtained. The writer will be pleased to collate the results and give full credit to all who co-operate.

Another project of considerable importance is the securing of a standardization of the Ayres Spelling Scale. It is unfortunately true that the scores of a pupil on the word lists are not an accurate diagnosis of his ability to spell these words when placed in sentences. Several members of the class are at work constructing sentences which shall include the "standardized" words. These will be made available for distribution should any demand arise. It may be that several forms of sentences are desirable: that is a matter for decision after some experiments have been made. The actual errors will be carefully studied to see if any principles of pedagogical importance can be derived therefrom.

Other problems can be mentioned only briefly in this issue. They include:

(1) An attempt to secure a standardization of one or more of the composition scales now in use; with the alternative of devising a Canadian scale. Reference may be made to this in an early issue of the *Magazine*.

(2) The construction and standardization of a scale in Canadian History for Grade 8 and Grade 10. The content of the Hahn-Lackey, Van Wagenen, and other American scales make this imperative.

(3) The construction and standardization of a scale for High School Physics.

(4) The construction and standardization of a scale in (a) High School Arithmetic; (b) High School Algebra.

(5) An attempt to secure the standardization of a scale for Latin.

(6) The construction and standardization of a scale in Art.

(7) The construction and standardization of a scale in Biblical Knowledge.

Several other projects are still being discussed, among them being the standardization of scales for writing and for drawing, but no definite conclusion has yet been reached in this regard. The writer would heartily commend any attempt to standardize some one of the Group Intelligence Scales; e.g.,

either the National Intelligence Scale, for Grades 3 to 8, or the Terman Group Test for Grades 7 to 12. Any assistance (other than financial), that can be given, is promised by the writer.

It is expected that, as the work of the class proceeds, and as its range of operation expands, there will be many concrete proposals to place before the teachers of the province. It is of the utmost importance, however, that those who co-operate should realize the nature of the task. Only in so far as the method of presentation of tests is kept rigid and fixed; only in so far as the teacher will follow the suggested procedure to the last detail, will results be of value. When this is done,—as it is now being done in some centres, and will be attempted in ever-widening circles,—then the teachers of the province will make a real contribution to their profession. Enquiries are solicited from any who may be interested in one or several of the projects outlined above. Those who are at work on these tasks will welcome assistance, and co-operative effort is required for their completion. If there is any demand, copies of the best tests and scales will be placed in the University Book Store, for sale at cost price to provincial teachers.

Scientific research is not a "fad"; it is an attempt to discover what is true and what is useful in present methods, as well as what is false and futile. This is a task in which all masters of the trade should co-operate: in this case the "masters" are the superintendents and teachers.

From Our French Confreres

Fédération Nationale des Professeurs des Lycées de Garçons et de l'Enseignement Secondaire Féminin

A. Beltette, 131, Rue de Roubaix, Tourcoing (nord)
Compte Chèque Postal Lille 4064.
Tourcoing, le 11 Novembre, 1921.

Mr. John Barnett,
Alberta Teachers' Alliance,
10701 University Avenue,
Edmonton, Alberta, Canada,
Mon Cher Collègue,

Avant de commencer ma lettre en réponse à votre demande du 15 Septembre, je ne puis m'empêcher de souligner la date du 11 Novembre, qui est celle à laquelle j'écris cette lettre et, songeant que parmi les Alliés de la Grande Guerre on s'unit en la pensée de nos chers morts, je suis cette pieuse tradition et envoie par delà les lointains océans mon souvenir ému à ceux qui ont versé leur sang avec nous. Ce souvenir s'impose d'autant plus impérieusement, en ce qui me concerne, que je suis originaire de la Région de la Somme où les Canadiens ont laissé tant de traces de leur vaillance, et qu'il y a quelques jours encore, je m'inclinai, dans la Cathédrale d'Amiens devant le "memorial" élevé à la gloire de vos soldats—une feuille de "maple from the native country" formait même le plus touchant des ornements et des décorations. . . . C'est vous dire, mon cher collègue, avec quel empressement je vais vous donner les renseignements que votre circulaire sollicite.

Cet empressement, direz-vous, se manifeste plutôt par un retard. . . . Il ne m'est pas imputable, mais je m'en excuse pourtant. Votre circulaire, parvenue au Ministère de l'Instruction Publique y a été retenu pendant nos vacances annuelles—Août-Octobre—et ne m'a été adressé qu'il y a quelques jours seulement.

Le fait même qu'il m'ait été adressé—je suis membre du Comité National de la Fédération des Professeurs, et Secrétaire Général du Bureau International de l'Enseignement Secondaire—vous prouve les bonnes relations qui existent entre nos administrateurs officiels et nos orga-

nisations professionnelles.

La réponse à toutes vos questions nécessiterait un volume. Ce volume existe (A. Wissemans Code de l'Enseignement Secondaire, Librairie Hachette, 79 Boulevard St. Germain, Paris, 25 frs.) et pour la documentation que vous désirez, il vous fournirait toutes les références et tous les textes utilisables. Je vais donc répondre brièvement en me mettant à votre disposition pour compléter ou préciser tels points que vous me signaleriez.

Mes remarques s'appliquent surtout à l'enseignement secondaire ou moyen (garçons et filles, établissements séparés) mais, sauf pour les traitements, elles s'appliquent aussi, à l'enseignement primaire (élémentaire).

Je vous envoie quelques documents qui vous permettront de juger de nos organisations.

1. Nos "organisations" sont légalement reconnues (loi de 1901) par le gouvernement et par conséquent les autorités départementales (provinciales) et locales (municipalités). Sans y être forcé par la loi, le gouvernement appelle nos délégués dans les commissions d'études (projets de loi) et les commissions extraparlémentaires (j'en ai fait partie plusieurs fois et toute liberté de discussion nous est acquise). Nous possédons une représentation importante (10 professeurs enseignement secondaire, 6 professeurs élémentaire) au Conseil Supérieur de l'Instruction Publique (loi de 1880), conseil dans lequel se discutent toutes les questions d'enseignement (inner working of the schools—new curricula)—et devant lequel viennent en discussion toutes les mesures disciplinaires pouvant frapper un professeur.

Ce conseil est national—Paris un conseil régional (par Académie '18 en France) portant le nom de Conseil Académique a la même constitution et les attributions analogues, mais dans la limite de l'Académie (loi de 1880). Nos délégués à ces deux conseils sont élus par nous-mêmes pour 4 années.

2. Participation à l'administration locale, (a) conseil d'administration: 4 professeurs élus par leurs collègues (loi de 1911).

(b) Conseil de classes: Tous les professeurs en font

partie de droit pour la participation à la direction de l'enseignement, mesures locales à prendre (loi de 1898).

(c) Conseil de discipline: 10 membres élus par leurs-collègues (loi de 1890).

(d) Assemblées mensuelles de tous les professeurs (consultative and advisory).

3. Dans tous les examens les jurys sont composés en majeure partie des membres enseignants même pour les diplômes de "qualification to teach." Mais pour ces derniers, qui sont des examens d'université, les professeurs de l'université sont presque la totalité des examinateurs. Pour l'enseignement élémentaire le certificat d'aptitude pédagogique (certificate of qualification) se passe devant des directeurs d'école présidés par un inspecteur.

4. Nation schedules of salaries (tableau annexé, quinzaine universitaire). Tous ces "salaries" sont nationaux (ou partiellement municipaux). Je ne m'occupe que de l'enseignement national officiel, les Ecoles Libres (not endowed by state or city—private) (le plupart confessionnelles, catholiques surtout) ne sont pas soumises à un règlement officiel: c'est la loi de l'offre et de la demande qui joue. (Les professeurs se sont formés en associations de protection mutuelle.)

5. Pension. Retraite (loi de 1832). Moyennant une retenue du premier douzième de toute augmentation de traitement et de 5% sur tout le traitement, le professeur peut obtenir après 30 ans de services et 60 ans d'âge une pension égale environ aux 2-3 de son salaire maximum.

La veuve obtient 1-3 de la pension que le mari pouvait avoir. Les orphelins mineurs obtiennent secours égal à pension que leur mère aurait obtenu (total de la pension de la mère ne peut être dépassé).

Nous sommes actuellement en pleine campagne pour faire réviser la loi des retraites de 1853. Un projet de loi a été déposé au parlement: nous en suivons la discussion avec beaucoup d'intérêt. Il a pour base les nouveaux traitements et porte à 12,000 francs, au lieu de 6,000 f. le maximum possible de la retraite (pension) annuelle.

6. Les conflits sont portés devant les conseil (a) académique (pour la région) et (b) conseil supérieur de l'instruction publique, Paris (en appel du conseil académique). Les intéressés peuvent fournir toutes explications et justifications: ils ont communication de leurs dossiers (loi de 1905).

7. Pour les Lycées "Nationaux" l'état supporte toutes les dépenses (sauf les dépenses d'entretien de bâtiments qui sont supportés par les municipalités, d'après un contrat).

Pour les collèges "communaux" l'état par un contrat renouvelable tous les dix ans spécifie la somme qu'il versera en participation aux dépenses (traitements). Pour les dépenses causées pour la création de nouvelles écoles, l'état contribue ordinairement de la moitié des frais.

8. Sécurité de Situation. Tous les professeurs sont

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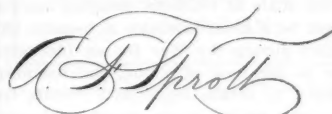
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nommés par l'état après des examens ou des concours. Leur nomination leur assure la propriété de leur situation. En cas de mesure disciplinaire, le proviseur ou principal (headmaster) ne peut que mettre en congé le fonctionnaire: une enquête a lieu sous la direction d'un inspecteur-général et le cas est porté devant le conseil académique véritable tribunal. La décision est appliquée aussitôt à moins que l'intéressé ne porte appel au conseil supérieur (Paris). Notre sécurité est très sérieusement défendue comme vous le voyez. Dans l'enseignement libre (private) les questions de ce genre sont considérées comme questions de salaires (comme pour les ouvriers) et sont tranchées par le juge de paix. Je vous répète que mes renseignements portent sur le statut gouvernemental: il est vrai que les professeurs officiels constituent une immense majorité.

A titre de réciprocité, permettez-moi, mon cher collègue, de vous demander de répondre au questionnaire que vous trouverez dans le Bulletin International, et de nous rendre le service de demeurer en communication avec nous, Bureau Internationale. Merci à l'avance.

Me tenant tout à votre disposition pour compléter et préciser telle de ces réponses qui vous intéressera le plus, je vous prie d'agréer, mon cher collègue, pour vous-même et nos collègues de l'Alberta Alliance, l'expression de nos sentiments de fraternel dévouement et tous nos vœux pour le succès de vos efforts.

A. BELLETTE,
Chévalier de la Légion d'Honneur.
British War Medal,
Officier d'Académie.

Items From Overseas

M.J.G.

"CUTS" IN TEACHERS' SALARIES

We hear frequently the argument used by the "stunt" newspapers that it is only fair to reduce teachers' salaries because prices are falling. We have always protested against this sliding-scale nonsense. We are glad to note that Lord Burnham, who speaks with an authority that no one else possesses, has publicly repudiated it.—*The Scottish Educational Journal*.

* * *

LORD BURNHAM ON "CUTS"

Speaking in London, he pointed out that the only clean cut in the education estimates that would yield anything would be in the scale of teachers' salaries known by his name, and it would be a great injustice if, because they did not press their claims during the War for an increase proportionate to the rise in the cost of living, the teachers were now made to suffer. To obtain inadequate results from national expenditure was waste of the worst kind, and this they would be doing if they kept the teachers below that standard of life required to equip them for the practice of an arduous profession. This was not a claim for justice only; it was based on national expediency, for without its recognition it would be impossible to secure an adequate supply of teachers in any class of schools, and if the schools were to be adequately staffed, and there was a tendency now to reduce staffs below the level of efficiency, the country would need to recognize them in a fuller manner. They were public servants equally with those who served the State in all the great departments of national life, yet rarely had one been selected for honorable mention or reward. The Committee with which he was connected *never contemplated a sliding scale*; they dealt all the time with standard scales; these had been accepted, and it was impossible for the State, in the interests of public honor, to go back upon its bargain.

* * *

PRESS COMMENTS ON "CUTS"

It is one thing to refuse better pay to an unorganized, untrained, and submissive profession, and another to snatch from the members of a skilled and powerful trade union benefits already pledged or granted. For common action by the schools could close the schools, and their union with the general Labor movement of the country is likely to be a source of greater strength to the latter than any other union of brain and hand. Moreover, if the official sabotage of education is attempted, we see the likelihood of large reinforcements for the teachers' cause from those very middle classes whose betrayal of that cause the Government may think to

buy with their shilling off the Income Tax. For, after all, there must be found in the more educated members of these classes some sincere belief in the efficacy and the safety of knowledge and of intellectual training, and a more lively sense than heretofore of the dangers to which popular ignorance exposes a nation in the perilous and perplexing tides of world movements. We believe that the teachers will rally to their side supports which will bring consternation into the ranks of the betrayers.—*The Nation and Athenaeum*.

* * *

It is widely reported that the Committee recommends a cut of twenty millions in education. This must be resisted to the last. A proposal of that kind is perhaps inevitable when a small body of business men are called upon to review the whole national expenditure in a few months of work. It argues haste and want of thought. The teachers have had wholly inadequate additions to their salaries. Above all, we want more and better education if we are to keep our place as a nation. We shall not get that by starving the schools.—*Westminster Gazette*.

* * *

We do not say that not a single penny can be saved on education, but we do say that any "cuts" that will put back the progress that education has made during the past five years will be resolutely opposed. We cannot afford to be a badly educated nation. If the attack on schools succeeds, it will have a disastrous effect on the future of the country. There never was a time when it was more important that the children should be well taught. From the point of view both of commerce and politics, that is necessary. Trade and industry are far more highly complicated and specialized than they were ten years ago, and even then our education system was inadequate. We have now given the franchise to practically every adult citizen. How they will exercise that important duty will depend on the education they receive. There is a general demand also for a fuller and richer life, which can only be reached through the way of education. During the war, the children, like all the rest of us, had to make some sacrifices. If economies have now to be made, they ought not to be at their expense. The young generation is growing up to face keener competition and to undertake heavier responsibilities than their fathers, and it is necessary that they should be provided with a better education to enable them to carry the strain.—*Dumfries Standard*.

* * *

Recent reports of Education Authority meetings have revealed a desire on the part of some members to reopen the discussion of teachers' salaries as part of the general move

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toward economy. No doubt the near approach of the elections is partly responsible for this zeal. Most people are very willing to economize at the expense of some one else. If the matter is to be reopened, and any reduction of the present scales seriously proposed, Education Authorities will find themselves involved in a sea of troubles which will wash away much of the reconstructive work they have been able to do since 1919. They will bring back the old discontent among the teaching staff, which reacts so forcibly on school work. Teachers will actively resist any reduction in salaries, for the following reasons:

(1) They were almost the only body of public (or private) servants whose salaries were kept at a low level during the war period

(2) In addition to the stirring up of discontent among the staff, any proposed reduction would at once drive out of the profession a certain number of the younger men who state quite bluntly that teaching at present is barely tolerable.

(3) The main argument for reduction is that the country cannot afford the cost. . . . The real truth is that we cannot afford not to spend on education in this country if we are to retain our position among the nations. Every other country is spending in greater proportion than we are, and no country gets a better return for its educational expenditure than Scotland.

It would be easy to multiply arguments for greater spending, but as teachers are sufficiently alive to the fact that the national finances are not too robust they will be content to wait for the larger reforms that must come. They would be untrue to their conception of the value of their work, untrue to the best interests of their pupils, and untrue to themselves, if they agreed to any cutting down of their salaries, which are not by any means too generous. There are plenty of opportunities for reducing expenditure in other directions. To interfere with education now would be a foolish policy which would in the end cost us much more than our immediate savings.—*Dumfries Courier*.

My Impressions of the Trustees Convention By a Trustee

As I attended the School Trustees' Convention, which was recently held at Edmonton, in the capacity of an accredited delegate representing a rural school district, I hasten to pen these lines in order that only the truth may be known to the public and teachers generally—that there are a number of rural districts worthy of being placed in the honorable and fair dealing class, and that not all of those districts should be classed alike.

Sitting in the convention I viewed with alarm the spirit of animosity that was being manifested by the delegates of the rural districts towards anything and everything that was not in their opinion, conducive to their own good. The idea of fair dealing to all was apparently buried in oblivion.

Unfortunately, it must be admitted, there were a considerable number of rural delegates in attendance, who were absolutely unfitted to represent any school district, on such matters of vital importance as the education of our children. Were it not for the seriousness of the matter, the situation would be amusing in the extreme, to think that a large number of these delegates sent to discuss and take action on these matters, are themselves only partially educated, which fact is readily admitted by them.

There were some very excellently prepared papers read out to the delegates by the executive and officers, the worthiness of which cannot be too highly commended. But the effect of these papers was more or less sadly lost when it came to the point of voting. Also the resolutions as passed by those delegates should not be taken too seriously, but

should be dealt with only on their merits.

That convention was far too unwieldy to deal intelligently with matters of such importance and the president had an extremely hard and trying time to effectively manage affairs.

The solution to this state of affairs lies in the forming of smaller Trustees' Associations, along the lines laid down by the Three Hills District. This would reduce the number of delegates attending the Annual Convention and would undoubtedly prove to be much better for all concerned, as only the very best of representatives would then be in attendance at the convention.

Until this has been brought about one cannot look forward to any great improvement over the present system, and as stated herein, one should not take too seriously the operations and decisions rendered by the rural delegates.

Should Fairy Stories be Taught to Children?

By Annie Marsden, Calgary

Many people object to Fairy Stories on the ground that they are not true. They think it is not wise to teach ideas that are not facts. Children are naturally credulous and can believe that a giant lived in a cave at the foot of a great mountain as readily as they can believe that there is a country over the sea called Africa. Some very practical and conscientious parents do not like to hear their children come home from school talking of Giants, Dwarfs and Wish Fairies. They don't see why they should be taught this kind of thing, and say that the teacher is filling their heads with nonsense.

These very good and often very intelligent people have surely taken only a superficial view of the question. If they have read at all, or paid any attention to what makes literature of value, they must have noticed that the great masterpieces are not valued because they truly describe any historical or modern event, but because they truly describe the trials and triumphs of the human heart. More than likely King Lear and Hamlet never lived. Julius Caesar and Macbeth never did half the things with which Shakespeare credits or rather discredits them, but the motives that prompted these fabulous deeds such as pride, envy and ambition, are so true to human experience that these plays can attract large audiences in all countries and all ages. Fiction of every kind is an attempt to interpret character. The Fairy Story is a most successful attempt. It comes to us from very early times. This is the work of the race in the childhood of moral and ethical development. It is a primitive graphic interpretation of life.

In this simple glorious drama, the evil, the good, the false, the true, the cruel, the kind, all play their part. By following them, the child first learns to discriminate and from them he forms the criterion for his ideals. The deceitful wolf with flattery and pretended friendship seeks to lead Red Riding Hood into the woods to there destroy her. A real character is he—a contemptible one. The faithful innocent little girl finally triumphs over his cunning character again. A ragged old woman leaning on a stick comes to a number of children at play and asks the way to town. All treat her rudely but one child. He leaves his playmates and goes with her to show her the way. At the end of the journey, the old woman changes in a flash, to a beautiful fairy and presents the courteous child with a magic ring by means of which he can secure anything he wishes—can anyone miss a moral lesson here?

Let us look for a moment at the story of Cinderella. This has been handed down to us from the time of the Ancient Egyptian Empire, and is one of the choicest gems of folklore. Truly pumpkins cannot turn into coaches, nor rats into horses, and certainly nobody ever wore a glass slipper, but we all have seen big sister act like Cinderella's sister did; in

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fact it is a temptation to most of us to look down on those who are not so fortunate as ourselves. The sisters are human; they are having a good time; they are thinking of their own pleasure; they are off to the ball; Cinderella is at home washing the dishes. Then comes that marvellous soul-thrilling, impossible, transformation scene. Cinderella is away to the ball too. The prince chooses her for a partner. Here another thought arises from this world-old story. Is it true that the girls who have the most beaux don't get the best husbands? Is it a fact that girls who are so popular and have such a "good time" lack the qualities to attract men of character? Whatever may be the case, the Prince has chosen Cinderella.

In the simplicity of these stories, lies their strength. They are not hampered by physical limitations. A wicked king can be turned into a toad by the wave of a wand. This intervention to the supernatural brings a directness and force which the modern writer to the Sunday School paper with his smug moralistic stories cannot get. What if wolves do not talk in reality? What if bears do not live in houses? What if there are no fairies to bring wishes true—or no giants for Jack to kill? These things don't bother children. They never notice them. No, children see and enjoy what the wiser grown-ups miss; these unreal creatures typify real qualities of the soul.

The child is said to be "the heir of all ages." It is also claimed by psychologists that in his ascent to manhood he must go through all the stages through which the race has gone. The lives of our Twentieth Century boys and girls are filled. To be sure, ingenious toys and amusements are theirs. Still they cling to the old fairy story. Why should we take it from them? Why should we rob them of this rich heritage from the past?

The Mannville Case

By "Argus"

There are teachers throughout the Province who, apparently, with some show of reason, are convinced that their school board is the "tightest" in the Province. But, dear friends, "there are others." Don't arrive at conclusions too hastily.

Let us be perfectly frank in this matter. It is not our intention to cast any aspersions upon school districts which are situated in those areas throughout the Province where again and again harvest-time has revealed the futility of seed-time. As a matter of fact the behaviour of many of these school boards in respect to the teacher's salary has been above reproach. There are districts which are absolutely penniless, and one might almost be inclined to suggest that every consideration, even to the extent of sacrificing the salary schedule, be extended to such districts. But our experience tends to prove that were the Alliance to recommend the suspension of the schedule in such districts the number of school boards who would not immediately set themselves to prove that it is "impossible" to live up to their obligations would be almost a minus quantity. In support of this contention we point to the case of overdue teachers' salary. In the more wealthy districts the rate-payers have evidently received information that in the south the taxes are not being paid and that the authorities, seeing the futility and injustice of levying distress on the delinquents, are allowing unpaid taxes to accumulate. This means, of course, that the teacher's salary must either remain unpaid or that the Department of Education makes a loan and helps out the Board. Many school boards in districts where there has never been a crop failure, and where the farmers are obtaining a steady income from dairy products and who therefore have no reasonable excuse whatever for being in straitened financial circumstances, have "caught on" and intend to take every possible

advantage of the letting down of the bars in the districts where circumstances only warrant it. So clearly is this true that we actually have more complaints from teachers respecting overdue salary, from the northern part of the Province, than from the southern part. The tale of woe which meets one's ear as he journeys through these prosperous parts of the Province is sufficient to make one almost wish that the scourge had been visited on these people rather than on the South, where the citizens are really going through dire tribulation with surprisingly little complaint—all honor and respect to them. And it is in these poverty-stricken districts where the \$1200 minimum seems to be paid without a squirm, whereas the reverse is true where the ratepayers can well afford to pay it.

It has been said that "Happy is the country that has no history." This epigram was made to show that great and glorious epochs in the life of a nation are not conducive to economic security and financial strength. It would seem, however, that the type of history that is made is that which makes the patriot raise his head with pride, or lower it with shame, altogether apart from whether or not the financial or economic result be to the advantage of the nation.

Now, the Mannville School Board has quite a history, and if the average ratepayer of Mannville is likeminded to the members of the School Board, they must be proud of the fact that they not only have a "history," but that their history has enabled each and every one of the ratepayers to profit to the extent of a few cents.

Members of the Alliance will remember that during the 'flu epidemic very few of the school boards of the Province held to the strict letter of the law with respect to the payment of salary to the teacher by reason of the school being closed for epidemic. The Department of Education did all it could to persuade school boards to pay salary for the whole time during which the schools were closed, even beyond the statutory 30 teaching days, and a special provision was made by the Government to pay the grant to the school boards provided the school boards were paying the salary of the teacher. The Mannville School Board, however, evidently came to the conclusion that the Government grant did not amount to so much as the salary of the teachers, and, therefore, if they paid strictly in accordance with the School Ordinance ("have the due and forfeit of my bond") they could make a profit on the transaction. It mattered little to them that the teachers were working might and main in the interests of their fellow citizens during the plague, Mannville citizens were able to make a profit at the expense of their teachers. The School Board mulcted them of the amount of salary due to them for those days the Mannville school was closed beyond the 30 days. Mr. Poaps, now principal of the large Hanna school placed the matter in our hands (he was short paid some sixty odd dollars), but we realized that it would be futile to take any steps to force the issue in this particular case, since the law was on the side of the Board, and since such a long period had elapsed between the epidemic and the time we were notified of the withholding of the teachers' salaries. All of which goes to prove that as far as the school finances were concerned the 'flu epidemic was an asset to the Mannville ratepayers.

Last year the Mannville school was very efficiently administered, and when one has visited the school and has seen the accommodation and equipment provided, one cannot but be surprised that the results obtained were so splendid. It was, nevertheless, a year of 100% passes at the examinations. The Inspectors' reports were all that could be desired, every teacher received splendid commendation for work done, the staff seemed to be particularly competent and was working in perfect harmony.

The teachers met the Board and unsuccessfully strove to induce them to recognize a schedule. But the Board was adamant. The General Secretary of the Alliance met the

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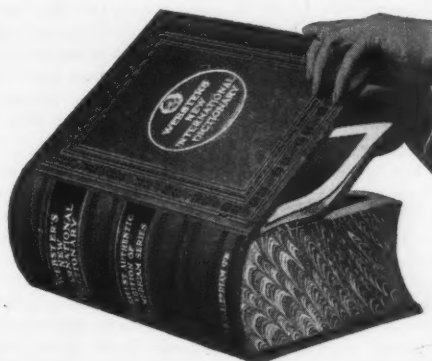
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teachers and members of the Board. He felt that the best interests of the Mannville school children demanded that the present staff be retained intact, and after negotiating with the teachers suggested that if the Board recognize the principle of a salary schedule they should accept appointment for another year. This they agreed to do. The Principal, Mr. Wm. Wagner, agreed to accept \$1800 instead of the \$2000 asked by him provided the Board did something for the other three teachers. It was pointed out to the Chairman of the Board that this year there would be an increase of grant from the Government of practically \$350, and that this would offset any increase which they might pay the teachers for the coming year. The Alliance suggested to the Chairman that they offer the Principal \$1800 and the lady teachers \$1250 each—in one case an increase of \$200 and in the other cases \$50. The General Secretary gave the Board to understand that the Alliance were to some extent sacrificing their best interests for the sake of education in Mannville, that the A.T.A. schedule called for annual increments of not less than \$100, that the Board should consider the interests of the pupils as well as the saving of a few dollars, that they must realize they could hardly expect to obtain a more efficient staff, and ran a very good chance of spending a few dollars less on a new staff and of obtaining a standard of efficiency, which, apart from the capacity of individual teachers; would be decidedly inferior and altogether costly from the standpoint of the children. The Chairman promised to consider very seriously the representations of the Alliance, but it must be admitted that, judging by the results obtained, we do not believe there was any intention on the part of the Board to treat the case on its merits. What was necessary, however, was the prevention of the spending of one dollar which could under any circumstances be avoided, sound economy and efficiency to the contrary notwithstanding.

The Board did offer \$1800 to retain the services of the Principal but being a good Alliance member, he refused to reap any benefit unless the Board was at the same time prepared to do something for the other members of the staff, and he decided to seek employment elsewhere—a thing which was by no means difficult to obtain—and became the Principal of the Provost Board which boasts of a real school building.

The prophesy of the Alliance representative has been true. Things have not worked smoothly in the Mannville school this year. In the first place the church building is no longer an annex to the school and the students must be herded in one room less than last year. (One teacher's salary saved, by the way). The Board decided to dispense with a room devoted to high school work exclusively, and ordered the new Principal to take into the High School room, Grades VII and VIII, along with Grades IX, X and XII—not a very easy task for any man to assume even without any supervision of the other rooms, is it? As might be expected, the result was not very satisfactory. Here was an entirely new staff, with three teachers trying to do the work which four teachers found to be all they could manage last year, the Principal with a much larger class and with five grades to teach including three High School grades. As usual, of course, those who are most intimately concerned—the scholars—do not realize just what these constant "shake-ups" are costing them. Still, the School Board is saving money, so what else matters?

But for sheer, unadulterated, mathematically calculated economy (there are those who might be inclined to think that the term "parsimony" is not sufficiently strong but would better cover the case) have you heard of anything to beat this. The teachers who were engaged during the midsummer of 1920 for the school year, ending midsummer 1921 naturally considered they were entering the service of a Board whose personnel, although presumed not to be Israelites, were nevertheless citizens "in whom there is no guile"; they did not foresee that if the Board made the contract date from September 1, 1920 to June 30, 1921, it was for a less period than a calendar year and that they were signing a document which

would give the Board ground for believing that they could escape their obligation to pay a full year's salary for a full year's work; in their innocence, these ladies did not see through the scheme that between September 1, 1921 and June 30th, 1921 there would be less than 210 days in which they would be able to teach—there were 204 in fact. The Board mutilated the prescribed form of contract in that they rendered nugatory the self-renewing clause by making it a term contract, and it receives the approval of the Minister of Education: that is one thing. The person responsible for the presentation of the contract to the teachers must have known what he was about in making the contract read from September 1, 1920 to June 30th, 1921; he must have had this slick little scheme in mind that although the teachers were engaged at a salary of \$1200 per annum he was planning to pay the teachers only \$1165.70. In other words, he might be able to "beat" the teachers out of six days' pay. That is the other thing. Perhaps he may but that remains to be proven.

We would not have stressed this point but for the fact that the General Secretary of the Alliance met two of the members of the Mannville Board and suggested to them that surely it was not the intention of the Board to avoid the payment of a full year's salary to their teachers, who had given them such excellent service during the entire school year. Both members of the Board admitted that when the teachers were engaged they understood that they would pay them \$1200 for the year ending June 30, 1921, and that the teachers were morally entitled to the full \$1200. The General Secretary suggested that if they were agreed on these two points, then surely the Board would not endeavor to take advantage of a doubtful legal technicality but would pay what they planned to pay and what the teachers were morally entitled to. BUT (mighty word that), said the Chairman of the Board: "The Ordinance says that a teacher should be paid 1-210th of a year's salary for each teaching day and if the Board pays more than the Ordinance demands that we should pay, we should be paying more than we can be compelled to pay and therefore we don't see why we should do it: besides, some of the ratepayers might protest against our doing so and place us in a difficult position." The General Secretary made a sporting offer to the Board that if they were compelled to pay the amounts involved out of their own pockets he would see to it that they lost nothing and would reimburse them out of his own pocket. Still, although these gentlemen formed a majority of the Board they would not undertake to see the amount in question paid to each of the teachers. They promised to communicate with the Alliance and make known their intention, but, at the same time the Alliance should remember "that the Board had received a letter from the Department which inferred that they could avoid paying more than 204-210th of a year's salary." The old, old attitude must continue:

"And by the holy Sabbath have we sworn
To have the due and forfeit of our bond."

We really feel that we are not acting in the interests of our members to pass this kind of thing without there being some reaction on our part. The whole business in itself is picayune, but the principle involved is so important, that the attention of our members should be drawn to it.

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